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ABSTRACT

A 16-week, 600-hour Office Skills Training curriculum for limited English proficient (LEP) adults is presented. The course is divided equally between the vocational training component and the language component. It is recommended that students have an intermediate level of English language proficiency, but no experience in typing or filing is required. The curriculum provides a competency-based approach that identifies minimum performance criteria needed to function in a given situation. Lists of vocational competencies and language competencies are included in this text. An English-speaking aide is recommended for both the vocational and vocational English-as-a-Second-Language (VESL) component. The office skills component focuses on the following four units: keyboarding, filing, using calculators, and using a copier and facsimile machine. The VESL component includes such topics as: introductions and greetings, asking and answering questions, grammar, pronunciation, telephone skills, and safety in the workplace. A resource bibliography for both VESL and office skills is included. Appended are a vocabulary list for office skills, and keyboarding, filing, calculator, and communications handouts. (Adjunct ERIC Clearinghouse on Literacy Education) (LB)

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Vocational English as a Second Language (VESL)

Office Skills Training

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Office of Adult and Community Education

Curriculum Guide for:

VOCATIONAL ENGLISH AS A SECOND LANGUAGE

AND

OFFICE SKILLS

by

Marie Roberts
VESL Instructor

Teresa Walton
Office Skills Instructor

FL 800578

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The opinions expressed herein do not necessarily reflect the position or policy of the Department of Education and no official endorsement by the Department of Education should be inferred.

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INTRODUCTION

The Office Skills Training curriculum for limited English proficient (LEP) adults is designed as a 600-hour course. The course is divided equally between the vocational training component and the language component. It is recommended that students have an intermediate level of English language proficiency, however, no experience in typing or filing is required.

The curriculum provides a competency-based approach which identifies minimal performance criteria (competencies) needed to function in a given situation. Lists of vocational competencies and language competencies are included in this text.

An English-speaking aide is recommended for both the vocational and the VESL component to monitor students' work, conduct small group discussions, record materials, and to repeat and explain instructions to individuals, when necessary.

The Office Skills Training Component

The vocational portion of Office Skills Training instructs the client in the skills needed for entry-level employment. The course begins with an introduction to the typewriter and computer along with simple word processing techniques. The course consists of the following four units:

I. Keyboarding

After learning the part of a typewriter and computer, the client learns each key on the keyboard and begins to build both speed and accuracy. Keyboarding skills are practiced throughout the course. Clients are expected to type 30 words per minute after 300 instruction hours.

II. Filing

Various methods are used to teach alphabetic, numeric, and chronological filing.

III. Using Calculators

The client is taught proper finger techniques for using calculators and the numeric keypad on the computer keyboard. Addition, subtraction, multiplication, and division problems are solved using both the calculator and the numeric keypad.

IV. Copier and Facsimile

Clients are taught standard duplicating techniques for single-sided and two-sided documents. Clients are also taught the use of the facsimile (FAX)

Vocational English as a Second Language (VESL) for Office Skills Training

The VESL component teaches Vocational English as a Second Language (VESL) for Office Skills Training the language needed to seek employment as well as the language necessary for an entry level clerical position.

The following language topics are included in this course:

- introductions and greetings
- small talk
- asking and answering questions
- giving and receiving information
- grammar
- pronunciation
- idioms and vocabulary
- telephone skills
- writing skills: resume, applications, cover letter, memos
- job seeking
- general office/employment skills
- interview
- basic communication skills on the job
- safety in the workplace

Clients receive an individual evaluation checklist midway through the course and again at course completion.

OFFICE SKILLS OBJECTIVES

GENERAL TOPIC/FOCUS

WEEK ONE: INTRODUCTION TO TYPEWRITER AND COMPUTER

- Discuss and practice proper technique
- Discussion of parts of each machine
- Discussion of Disc care
- Discussion of Computer Literacy and Word Processing terminology

WEEK TWO: BEGIN MICROTYPEWRITER

- Discuss and learn "Boot-up" procedure
- Load Microtypewriter
- Introduction of Home row keys

WEEK THREE: KEYBOARDING (LEARNING KEYS)

- Introduction of two to four new keys a day
- Learn to change margins

WEEK FOUR: KEYBOARDING AND BEGINNING CALCULATOR

- Introduction of two to four new keys a day
- Discussion and practice of proper punctuation
- Introduction to Home row keys on calculator
- Learn necessary calculator parts

WEEK FIVE: KEYBOARDING AND CALCULATORS

- Introduction of two to four new keys a day
- Discussion and practice with spacing after punctuation
- Lessons 1-3 using calculators

WEEK SIX: KEYBOARDING AND CALCULATORS

- Introduction to remaining new keys
- Introduction and practice proofreader's marks
- Begin speed drills
- Learn to horizontally center text
- Lessons 4-7 using calculators

WEEK SEVEN: KEYBOARDING AND CALCULATORS

- Typing skill drills
- Discuss and practice Number Expression
- Learn to set Tabs
- Learn to format Personal Notes and Simplified Memos
- Lessons 8-10 using calculators

WEEK EIGHT: KEYBOARDING AND CALCULATORS

- Learn to format Full Block style letters
- Discuss open punctuation
- Typing drill practice to improve speed and accuracy
- Lessons 11-12 in calculators

WEEK NINE: KEYBOARDING AND CALCULATORS

- Typing skill drills
- Lessons 17, 23, 24, 25 and 26 using calculators
- Timed writings

WEEK TEN: KEYBOARDING AND FILING

- Learn to format Modified Block letters
- Typing drills
- Discuss necessary filing terminology
- Set up practice set
- Begin with ARMA rules 1-3

WEEK ELEVEN: FILING AND KEYBOARDING

- Filing rules 4-8
- Practice set
- Review of previous rules learned
- Keyboard: letters, resume speed and accuracy drills

WEEK TWELVE: FILING AND KEYBOARDING

- Filing rules 8-12
- Practice set
- Keyboard emphasis on building speed
- Timed writings

WEEK THIRTEEN: FILING AND KEYBOARDING

- Subject correspondence filing
- Alphabetic correspondence filing
- Formatting Memos

WEEK FOURTEEN: FILING, KEYBOARDING AND REPROGRAPHICS

- Numeric filing
- Geographic filing
- Review Business Correspondence
- Begin Duplicating

WEEK FIFTEEN: REVIEW AND KEYBOARDING SKILL BUILDING

- Review activities of all skills learned
- Keyboarding drills to improve speed and accuracy

WEEK SIXTEEN: REVIEW AND INTEGRATED ACTIVITIES

- Review activities of all skills learned
- Concentration on keyboarding skill
- Integrated office simulation activity

VESL OBJECTIVES

GENERAL THEME/FOCUS

WEEK ONE: INTRODUCTIONS, BASIC ENGLISH SKILLS

- Introduce self and others
- Personal ID
- Family
- Calendar review
- Looking at cultures (W.C.1)#1

WEEK TWO: VOCABULARY DEVELOPMENT FOR CLERICAL/OFFICE WORKERS

- Ask and answer questions related to:

    A) parts/functions of the keyboard
    B) parts/functions of the computer
    C) parts/functions of photocopies

WEEK THREE: DEVELOP TELEPHONE SKILLS

- Using telephone directories
- Initiate and close phone calls
- Identify parts/functions of a business phone
- Use 3 way call (intercom, redial, etc.) and transfer a call
- Use directory assistance

WEEK FOUR: JOB SEEKING SKILLS

- Assess personal strengths, weaknesses (Job Prep.)
- Getting along with others (W.C.1)#3
- Qualifications (It's Up To You)
- Assess own interests, needs
- Identify sources for finding employment

WEEK FIVE: LOOKING FOR A JOB

- Read employment ads and announcements
- Initiate/respond to phone calls
- Choose a job (W.C.1)#6
- State desired job, shift preference
- Make an appointment for a job interview

WEEK SIX: DEVELOPING WRITING SKILLS/USING REFERENCE MATERIALS

- Mechanics: review of rules for spelling, punctuation, etc.
- Use dictionary, thesaurus
- Prepare a resume
- Complete forms, job application
- Write a follow-up letter to an interview

WEEK SEVEN: WORKING CULTURE NOTES (#12)

- Express feelings at work (W.C.1 Chapter 10)
- Understand work concepts related to:
  a) time/schedules
  b) feed back and performance appraisals
  c) gestures
  d) behavior

WEEK EIGHT: GETTING TO THE JOB

- Ask and give directions
- Read bus, subway, train schedules
- Study an learn how to use maps
- Plan and take a trip on the metro

WEEK NINE: JOB SEEKING SKILLS

- Identify appropriate grooming, dress and appearance
- Make an appointment for an interview
- Ask questions regarding duties, policies, procedures
- Request, provide elaboration
- Verify comprehension by repeating

WEEK TEN: INTERVIEWING

- Express understanding, lack of it
- Ask to speak more slowly, or to repeat
- Telephone interview
- Answer interview questions; ask questions
- Discuss why a person would or would not be hired

WEEK ELEVEN: KEEPING A JOB

- Discuss attitudes
- Read safety labels, signs, warnings, reporting
- Discuss co-worker relations
- Identify what employers expect (Job Prep.)
- Respond to performance evaluations

WEEK TWELVE: COMMUNICATION ON THE JOB

- Use polite expressions, requests
- Agree/disagree with others
- Ask for help/offer assistance
- Locate supplies
- Offer and respond to apologies and explanations

WEEK THIRTEEN: GENERAL EMPLOYMENT SKILLS

- Read and interpret work schedules
- Understand pay deductions, taxes
- Request time off or change in schedule
- Complete time sheets
- Interpret paycheck (gross, net pay, etc.)

WEEK FOURTEEN: BASIC COMMUNICATIONS IN THE WORKPLACE

- Identify problem situations and solutions
- Give and receive warnings (safety)
- Respond to interruptions and requests
- Respond to positive and negative feedback
- Share opinions with others

WEEK FIFTEEN: BASIC COMMUNICATION ON THE JOB

- Express anger, hurt, disappointment, joy
- Ask for meaning of words, phrases, abbreviations
- Follow basic single or multiple step instructions
- Follow and give sequential instructions
- Ask for someone to pronounce and spell a word

WEEK SIXTEEN: BASIC COMMUNICATION ON THE JOB

- Borrow or offer to loan supplies
- Identify repairs needed
- Anticipate and identify problems and possible causes
- Establish priorities for completing tasks
- Describe quality of work and suggestions for improvement

OFFICE SKILLS COMPONENT

GENERAL LESSON SEQUENCE FOR OFFICE SKILLS

I. 60-min. : **Review of Previous Lesson and Introduction of New Lesson**

II. 10-min. : **Break**

III. 50-min. : **Application and Practice of New Lesson**

IV. 10-min. : **Break**

V. 50-min. : **Continuation of New Lesson or Keyboarding Skill Building**

** Each lesson usually consists of two units--Keyboarding joined by one of the other three units.

OFFICE SKILLS SAMPLE LESSON PLAN

DATE: APRIL 29, 1991

OBJECTIVES:

1. Review Number Expression Rules and apply to typewritten sentences.
2. Improve Keyboarding skill and technique.
3. Review simple addition and subtraction on the ten-key calculator.
4. Become familiar with the following terms: price, tax, discount.

MATERIALS/HANDOUTS REQUIRED:

1. Number Expression Practice (Handout K20)
2. Calculator Handouts (Handout C1 and C2)

PROCEDURE & EVALUATION:

1. Review Number Expression Rules and have students complete handout. Go over answers with the class.
2. Introduce typing practice--Page 53, 31a and 31c
   Page 55, 32c
   Page 56, 33b
3. Introduce Tax and Discount concepts and how to apply them in a business environment.
4. Compute problems on Handout C2.
5. Any extra time may be spent working on individual problems or typing from the Mavis Beacon Typing Tutor.

Competency	Resources

UNIT I. KEYBOARDING

The client will:

1. Demonstrate keyboard readiness by using proper technique

   a. Natural curve of hand; wrist low
   b. Body centered at typewriter
   c. Sit up straight, feet flat on the floor

   Resources: Century 21 Keyboarding, Formatting, and Document Processing. Pages IX-2

2. Demonstrate keyboard readiness by identifying the following computer and typewriter parts upon hearing the name, and identifying them on a handout.

   Resources: Handout # K1-K4

Computer	Typewriter
a. monitor	a. platen & platen knob
b. disk drive	b. line space regulator
c. keyboard	c. margins
d. printer	d. paper guide
e. return/enter key	e. tab set/tab clear
f. space bar	f. space bar
g. tab key	g. shift key
h. hardware	h. printing point indicator
i. software	i. paper bail & lever
	j. paper release lever

Competency	Resources
3. While using Microtypewriter, be familiar with the following word processing and computer literacy terms: a. input b. output c. memory d. floppy disk e. hard copy f. soft copy g. edit h. retrieve i. save j. wraparound k. format l. cursor m. delete	Handout # K5-K6
4. Demonstrate knowledge of diskette care, by being able to cite examples of good and bad practices, while also demonstrating proper diskette care each session.	Handout # K7
5. Demonstrate knowledge of "boot-up" procedure, by being able to properly load software, and be able to exit from it.	
6. Demonstrate knowledge of new keys learned by typing each one properly--using the correct finger, using quick keystrokes, and keeping eyes on copy.	Century 21 Phase 1--Lessons 1-25
7. Use basic parts of computer with adequate skill; space bar, shift keys, return and tab key.	

	Competency	Resources
8.	Be able to adjust margins and spacing for different documents.	Handout # K5
9.	Demonstrate knowledge of proper punctuation on a continuous basis in all documents typed.	
10.	Demonstrate knowledge of proper spacing on a continuous basis in all documents typed.	Handouts # K9-K12
11.	Demonstrate knowledge of Capitalization Rules	Century 21, Unit 2 Handouts # K13-K15
12.	On a continuing basis, use proofreader's marks to proofread all documents.	Handouts # K16-K17
13.	Learn and apply rules for correct number expression.	Century 21, Unit 4 Handouts # K18-K20
14.	Be able to produce a correct copy that has been centered horizontally, using the backspace-from-center method.	Century 21, Unit 6 Handouts # K21-K22
15.	Be able to produce copy that has been vertically centered on a page in proper format.	Century 21, Unit 10 Handouts # K23
16.	Be able to use tab stops to correctly format a document in columns.	Century 21, Unit 10 Handout # K24

Competency	Resources
17. Given rough draft copies in unarranged form, be able to type the following business correspondence on the computer as well as the typewriter:	
a. Numbered List b. Personal Note c. Simplified Memo	Century 21 Unit 6--Lessons 40-42 Handouts # K25-K26
d. Full Block Style Letters e. Personal Business Letters f. Envelopes	Unit 7--Lessons 43-48 Handouts #
g. Modified Block Style Letters	Unit 17--Lessons 86-90 Handouts # K27-K28
18. Be able to identify parts of business letter.	Century 21, Unit 7 and Unit 17
19. Understand the difference between open and mixed punctuation.	Century 21, Unit 17
20. Improve, over a period of time, in both speed and accuracy.	Timed Writings and Technique Drills

Competency	Resources

UNIT II. FILING

The client will apply the rules as outlined by the Association of Records Managers and Administrators (ARMA) by applying the following competencies:

1. Be familiar with the terms required in the basics of simple filing. — Gregg Quick Filing Practice. Pages 4-5

   - Unit
   - Alphabetizing
   - Upper vs.lower case letters
   - Indexing
   - Caption
   - Guide
   - Guide Tab
   - File folder
   - Filing cabinet
   - File drawer

2. Understand that there are four ways to arrange records in files: — Gregg, Pages 3-4

   A. Alphabetically
   B. Numerically
   C. Subject
   D. Geographically

Competency	Resources
3. Alphabetic Filing: The client will apply the following rules by various exercises in practice set and beyond the practice set:	Gregg, Exercises 1-15 Pages 11-26 Handouts # F1-F2

Rule 1: When indexing the names of persons, place the units in the following order: last name, first name, middle initial.

Rule 2: Include prefixes as part of the name it is a portion of; disregard apostrophes and spaces that may be included in the name.

Rule 3: Hyphenated words (whether first, middle or last) are indexed as one unit.

Rule 4: Index abbreviated names and shortened forms of names as they appear.

Rule 5: Titles and suffixes are always indexed as the last unit; no matter where they appear in the name.

Rule 6: Business and organizations are usually indexed as they appear.

Rule 7: Business and organization names that are abbreviated are indexed as they appear.

Rule 8: Any punctuation marks that appear in Business and Organization Names are to be ignored.

Competency	Resources

Rule 9: Numbers in Business Organization Names (i.e. Arabic Numerals 1, 2; Roman Numerals II, V) are to be indexed as one unit. They are to be indexed before alphabetic characters. Arabic numerals are to be indexed before Roman numerals. Hyphenated numbers (7-11) are indexed by the first number only. Numbers that are spelled out (First, Second) are indexed alphabetically, not numerically.

Rule 10: Symbols such as (&, ¢, $, #) are indexed as if they are spelled out.

Rule 11: Government names are indexed first by the name of the country, state, county, or city. The next unit is to be the specific name of the division or department.

Rule 12: When names are indexed identical, you may use the address as the deciding factor. Use the following order: city, state (spelled in full), street name, and house or building number.

4. Understand the need for cross-referencing and the procedure in which it is done. — Gregg, Pages 21-22

5. Review Rules one through twelve and take quizzes as necessary. — Quiz #3 covers Rules 1-12

Competency	Resources
Alphabetic Correspondence Filing--The client will:	
6. Use alphabetical filing rules to file correspondence using the following steps: · Inspect · Index · Code · Sort · Store	Gregg, Pages 27-38 Handout # F3
7. Introduce various Filing Supplies now that the base for Alphabetic filing has been established: · Primary Guide · Special Guide · Individual Folder · Miscellaneous Folder	Gregg, Pages 32-34 Quiz #4 reviews Alphabetic Correspondence Filing.
Subject Correspondence Filing--The client will:	
8. Understand why subject correspondence filing is to be used.	Gregg, Pages 38-39
9. Understand the procedure to be used for subject correspondence filing: · Inspecting · Indexing and Coding · Sorting · Storing	

Competency	Resources
10. Practice actual subject correspondence filing.	Gregg, Lessons 20-22 Handout # F4 Quiz #5 reviews Subject Correspondence Filing.
Numeric Card Filing--The client will:	
11. Understand where numeric filing plays an important role in business organizations.	Gregg, Page 44
12. Practice using numeric filing by using practice set and handouts.	Gregg, Exercise 23 Page 44
13. Understand **Terminal-Digit Filing** and why it is used.	Gregg, Page 46
14. Practice using Terminal-Digit Filing.	Gregg, Exercise 24 Page 46 Quiz #6 reviews Numeric Filing.

Competency	Resources

UNIT III. TEN-KEY CALCULATOR

The client will:

1. Demonstrate knowledge of "Home-Row" & Touch Method Keys by using them properly during each lesson.

2. Be able to locate particular keys that perform different functions:

   - Clear Key
   - Clear Entry Key
   - Function Keys (+, -, x, ÷)
   - Memory Keys
   - Decimal Selector
   - Print/Non-Print/Item Count Key
   - Constant/Add-Mode Selector
   - Rounding Selector

   pages V - VII are useful; however, the Instruction Manual is required to locate each key on our particular calculator.

3. Understand concept of sales tax and discounts on merchandise. — Handouts # C1-C3

4. Using touch addition and subtraction of whole numbers, verify Inventory Card Balances. — Solving Business Problems on the Electronic Calculator Lesson 1 and 2

5. Determine Grand Totals through the process of cross-footing. — Solving, Lesson 3

	Competency	Resources
6.	Use Deposit Slips to determine total deposits.	Solving, Lesson 4
7.	Given a check register and a list of transactions, determine the balance in a checking account.	Solving, Lesson 4
8.	Be introduced to the concept of rounding-off numbers without the use of a calculator.	Solving, Lesson 5
9.	Demonstrate knowledge of multiplication and division of whole numbers.	Solving, Lesson 6 and 7
10.	Use multiplication to determine extensions in an invoice; and addition to determine total.	Solving, Lesson 6
11.	Use multiplication and division to determine Annual Salary, Monthly Salary, and Weekly Salary.	
12.	Use "Constant Mode" on Calculator to determine calculations using a constant.	Solving, Lesson 8 **Competencies 1-11 can be reviewed and/or tested by using Handout # C4
13.	Demonstrate ability to multiply three or more factors.	Solving, Lesson 9
14.	Use mixed operations to determine average weekly sales and total sales from a Sales Summary.	Solving, Lesson 10
15.	Use mixed operations to determine Gross Pay and Net Pay.	Solving, Lesson 10

Competency	Resources
16. Use Memory Keys to determine extensions of invoices and purchase orders and a total of an invoice.	Solving, Lesson 11
17. Use Negative Multiplication to determine differences of returned items.	Solving, Lesson 12
18. Determine Discounts, Amounts Due after discounts, and use discount's complement to find amounts due.	Solving, Lesson 17
19. Understand the term deductions and the different types of deductions.	Solving, Lesson 23
20. Be able to determine total deductions and net pay for salaried employees.	Solving, Lesson 23
21. Given sufficient information, determine regular pay, overtime rates, overtime pay, gross pay, and net pay for Hourly Workers.	Solving, Lesson 24
22. Determine commission and gross pay using the following commission plans: · Straight commission · Salary - plus - commission · Salary - plus - bonus	Solving, Lesson 25
23. Be able to calculate Simple interest on mortgages, purchased items, and credit cards.	Solving, Lesson 26

Competency	Resources

UNIT IV. COMMUNICATIONS

The client will:

1. Understand and have a working knowledge of the following terms needed for duplication: — Handout # M1

   - duplicate
   - collate
   - one-sided
   - two-sided
   - automatic feeder
   - Print (copy) Button
   - jammed
   - paper size
   - intensity
   - reduction
   - enlargement

2. Demonstrate a working knowledge of the procedure involved in reproducing a single page document.

3. Demonstrate a working knowledge of the procedure involved in reproducing a multiple page document.

4. Demonstrate a working knowledge of the procedure involved in collating a multiple page document.

5. Demonstrate a working knowledge of the procedure involved in reproducing a two-sided document.

Competency	Resources
6. Fill out a cover sheet used in sending a facsimile transmission.	
7. Demonstrate a working knowledge of sending a document to another FAX unit.	
8. Demonstrate a working knowledge of receiving a document from another FAX unit.	
9. Demonstrate knowledge of answering a multiple line phone.	
10. Demonstrate knowledge of placing a call on hold and returning to it.	
11. Demonstrate knowledge of using intercom to inform recipient of a call.	
12. Be able to take written messages for calls.	

PROGRESS REPORT--OFFICE SKILLS

CLIENT: _____

DATE: _____

ATTENDANCE/PUNCTUALITY:

ATTITUDE:

TYPING SPEED:

CALCULATOR SKILL:

FILING SKILL:

ENGLISH/LISTENING:

FINAL EVALUATION--OFFICE SKILLS

Client: _____

Case Manager: _____

UNIT 1--KEYBOARDING

Typing Speed: _____wpm

Accuracy:

Formatting Skills:

UNIT 2--FILING CONCEPTS

Knowledge of Concepts:

Speed and Accuracy:

UNIT 3--TEN-KEY CALCULATOR

Basic Calculations:

Speed and Accuracy:

UNIT 4--COMMUNICATIONS & OFFICE EQUIPMENT

Knowledge of Equipment:

STRONGEST AREAS & RECOMMENDATIONS:

Signed_____

VESL COMPONENT

GENERAL LESSON SEQUENCE FOR VESL

I. Small Talk - Daily (10-15 minutes)

Discuss weather, weekend activities, jobs, family, health, housing issues, etc.

II. General Communication of the Job (45 minutes)

Use texts: Working Culture-Book 1 (class set)
Expressways-English for Communication-2 (class set)

Additional texts used: Speaking Up At Work
English That Works-Book 1, Book 2
Office Communication

***(Break-15 minutes)**

III. Language Skills Development (45 minutes)

Text: Understanding and Using English Grammar-Azar (texts belong to each student) general grammar study
Office Communication (reference book) lessons in pronunciation
Troubleshooter: Spelling Action (spelling rules)
Business English - capitalization, punctuation rules

***(Break-10 minutes)**

IV. Specific Job Skills

M/W/F (50 min.)	T/TH
Job Preparation (student's own) · writing a resume · finding a job (ads, etc.) · telephone skills · writing a letter of application · follow-up letter · application forms · interviewing · keeping a job · computer vocabulary	(1) language master (2) writing station (3) listening lab (4) spelling station (5) reading station (6) tutor-students with special needs (pronunciation) (7) language games

SAMPLE LESSON

9:00-9:15

I. Warm-up or review

Sentence strips (Parts of a Cover Letter)
Hand out one to each student. Let them put them in order:

(1) If there are 10 students, each one can hold one sentence strip and read it aloud.
(2) Lay the strips on the table and each student reads one aloud.

9:15-10:00

II. General Communication on the Job

Handout - pg.48 **Lifeskills-Bk. 2** - "Answering Ads With a Partner"

(1) Work together at the table. The instructor will discuss questions and answers with trainees at that table orally.
(2) Read all the ads. Choose one for your group of three people.
(3) Now answer the questions in writing (each student will write the answers).

Break: 10:00-10:15

10:15-11:00

III. Language Skills Development

Understanding and Using English Grammar - Azar
pg. 73, Lesson 2-5 to 2-7 x8

- Work together by the table with one instructor.
- Oral exercises-with books opened and then closed.
- Work in pairs.
- Written work done individually and checked orally as a group.

SAMPLE LESSON

Break: 11:00-11:10

11:10-12:00

IV. Specific Job Skills

Write a cover letter/letter of application.

Using an ad from the lesson done at 9:15 from the Lifeskills handout, work in groups of 3 and write the letter together. Use the format from Job Preparation, pg.18.

Later, after those letters are collected, write a letter as a class using the overhead projector.

SAMPLE LESSON

SENTENCES FOR SENTENCE STRIPS

Parts of a Cover Letter

Warm-up-review:

- Your address
- Today's date
- Name of employer
- Employer's address
- Greeting
- How you found out about the job
- Tell what you want
- Tell why you want the job and why you can do it
- Ask for an interview
- Tell how and when you can be reached

VOCATIONAL ESL FOR OFFICE SKILLS
LANGUAGE COMPETENCIES

Competency	Resources
I. BASIC COMMUNICATION SKILLS ON THE JOB (BC) THE TRAINEE WILL:	
General Interpersonal Communication Skills	
1. Introduce self and others	*Expressways-Foundations, p. 2, 4*
2. Ask and answer questions related to personal identification	*Person to Person 2, p. 72*
3. Ask and answer questions related to leisure time (weekends, vacations, hobbies)	*Speaking Up at Work, Unit 8*
4. Offer and respond to apologies and explanations	*Expressways, p. 113* *Speaking Up at Work, Unit 6* *Expressways-Foundations, p. 112*
5. Respond to interruptions and special requests	*Expressways-Foundations, p.1 72*
6. Respond to positive and negative feedback orally and in writing, when appropriate	*Speaking Up At Work, Unit 5* *Expressways 2, pp. 150, 153*
7. Agee and disagree with others	*Expressways 1, pp. 172*
8. Ask and respond to questions regarding daily routine	*Lifeskills 2, p. 29*

Competency	Resources
I. BASIC COMMUNICATION SKILLS ON THE JOB (BC) cont'd.	
Request Clarification and Clarify Self	
1. Express understanding or lack of understanding	*Expressways 2, pp. 184-185*
2. Ask for repetition of word, phrase or set of instructions/Repeat when asked or ask someone to speak more slowly	
3. Ask the meaning of words, phrases, abbreviations, etc.	*Expressways, p. 173*
Follow and Give Instructions in Training/on the Job	
1. Follow and give directions to a location (w/ and w/o map)	*Speaking Up At Work, pp. 20-21*
2. Follow and give directions to complete a task	
Discuss Work Progress and Task Performance	
1. Request and offer assistance	*Expressways 1, pp. 110-111* *Expressways 2, pp. 72-73*
2. Request/Describe location of supplies	
3. Order supplies orally and in writing, when necessary	*Speaking Up At Work, p. 49*
4. Establish priorities for completing tasks	*Office Communication, pp. 136-137*
5. Describe quality of work and suggestions for improvements orally or in writing, when appropriate	*Expressways 2, p. 51*

Competency	Resources
II. JOB SEEKING SKILLS (JS) THE TRAINEE WILL:	
1. Identify sources for finding employment	*Lifeskills 2, p. 28* *Working Culture 2* *English That Works 2, pp. 122-125 128-133, 141, 164*
2. Read employment ads and announcements	*It's Up to You, pp. 29-32* *Lifeskills 2, p. 27*
3. Inquire about job openings in person/by phone	*Job Preparation, pp. 54-57* *Expressways 2, pp. 40-41*
4. Make an appointment for a job interview in person/by phone	*Lifeskills 2, p. 47* *Expressways 2, p. 41*
5. Request directions to job site and plan transportation	*English That Works 1, pp. 125-30*
6. Complete employment application and resume	*Career March/April 1991* *Lifeskills, pp. 51-53* *Wanting A Job, p. 23* *Two-Word Verbs, Chapt. 9* *Job Preparation, pp. 32-34* *GrammarWorks 2, pp. 88-89*

Competency	Resources
II. JOB SEEKING SKILLS (JS) cont'd.	
7. Write a cover letter	*Job Preparation, pp. 16, 18*
8. Identify appropriate greetings, dress and behaviors	
9. Interview for a job	*Job Preparation, pp. 62-73, 78-79, 83* *Getting Along with Idioms, pp. 85-87*
10. Respond to specific questions about personal data, training and experience	*It's Up to You, pp. 36-37* *Lifeskills 2, pp. 27, 47-48* *Expressways-Foundations, pp. 42-43*

Competency	Resources
III. GENERAL EMPLOYMENT SKILLS (GE) THE TRAINEE WILL:	
Time and Money related Skills	
1. Read and complete tax and benefit forms	*Lifeskills 1, pp. 81, 83* *Electric Elephant, pp. 50-51* *Speaking Up At Work, pp. 104-107, 162-164*
2. Read and interpret work schedules	*English That Works 1, pp. 136, 138*
3. Complete time sheets	*Speaking Up At Work, pp. 35-36* *English That Works 1, p.35*
4. Identify terminlogy related to pay and benefits	*Speaking Up At Work, pp. 118-119* *The Working Culture 2, pp. 123-128*
5. Ask and answer questions related to pay and benefits	*Expressways 2, p. 79*
6. Interpet paycheck (gross and net pay, deductions, etc.)	*Speaking Up At Work, pp. 50-55* *Lifeskills 1, p. 79* *The Working Culture 2, pp. 120-121*
7. Report tardiness or absence	*Speaking Up At Work, pp. 15-16*
8. Request time off or schedule change orally and in writing, when necessary	*Expressways 2, 114-115*

Competency	Resources
III. GENERAL EMPLOYMENT SKILLS (GE) cont'd.	
Telephone Skills	
1. Respond to phone calls (wrong numbers)	*Expressways 2, p. 19* *VESL for Data Entry, p. 68*
2. Request information, directory assistance, appointments, etc.	
-Directory assistance	*Expressways 2, p. 18*
-Person-to-person	*Expressways 2, p. 121*
-Other operator assisted calls	*Telephone Skills, pp. 41-44*
3. Take a telephone message (in writing)	*Expressways 2, p. 124* *Expressways 2 Workbook, pp. 26-28* *Person to Person, pp. 68-69* *Office Communication, pp. 10-11, 72-73* *Culturally Speaking, pp. 117-118, 130*
4. Use phone directories (locate numbers, rates, area codes, etc.)	
-Use of telephone directory	*Vocational Programming, pp. 62-63*
-Rates	*Telephone White Pages*
-Yellow pages	*Yellow Pages*
-Time zones	
5. Understand and respond to a recorded message	*Expressways 2 , p. 125*
6. Understand a variety of phone techniques	*Telephone Techniques* *Culturally Speaking, pp.1 22-124*
7. Pronounce code names used by international operators	*Vocational Programming*

Competency	Resources
III. GENERAL EMPLOYMENT SKILLS cont'd.	
Maintain safety in the workplace	
1. Report unsafe conditions or faulty equipment	*Working Culture 2, pp. 134-135, 139-141*
2. Warn others and respond to warnings	*Expressways 2, pp. 80, 155* *Expressways 1, p. 156*
3. Read and interpret safety rules (e.g., signs and caution warnings in manuals)	*English That Works 2, pp.110-111* *Speaking Up At Work, pp.73-74*

IV. BASIC ENGLISH SKILLS (TO BE INTEGRATED WITH COMPETENCIES)

VOCABULARY DEVELOPMENT FOR CLERICAL/OFFICE WORKERS

parts of the keyboard
parts/functions of the computer
parts/functions of business phone
parts/functions of photocopies
parts/functions of other office machines, as appropriate
parts of a letter
parts of a memo
parts/functions of invoices, order forms, logs, records, etc.
parts of a resume

GRAMMAR REVIEW

Basic verb tense review
Basic rules for sentence formation (e.g., word order, S/V agreement, etc.)
Prepositions of location, time, and purpose
Phrasal (2 word) verbs
Modals (form and functional usage)

LOCATING INFORMATION AND USING REFERENCE MATERIALS

Sort information alphabetically, numerically, or by type
Use a dictionary
Use a telephone directory

WRITING SKILLS DEVELOPMENT

Mechanics: review of basic rules for spelling, capitalization, punctuation, pluralization, abbreviations
Proofreading
Composing notes, memos and letters (includes formating, grammar, mechanics and proofreading)
Completing forms (includes transfering information from one source to another)

IV. BASIC ENGLISH SKILLS

Pronunciation and Speech
(instructors determine specific sound, stress and intonation problems as well as works with individuals on loudness, pitch and projecting one's voice)

WORKING CULTURE NOTES

Related to time
Related to dress/appearance
Related to gestures
Related behaviors (e.g., dealing with harrassment)
Related to topics for small talk

IDIOMS AND SPECIAL WORKPLACE LANGUAGE
(instructors should integrate idioms with language practice)

MATH LANGUAGE FOR THE OFFICE
Language for discussing topics such as:

- paychecks - calculating net and gross pay and deductions
- time and schedules - calculating work hours, comp. time, accrued leave
- ordering supplies - calculating unit and total prices, discounts, shippping and handling charges, taxes, etc.
- typing - calculating GWAM/WPM
- working with money - receipts, petty cash, etc.

MID-TERM PROGRESS REPORT
VESL - OFFICE SKILLS TRAINING

Name: _____	**Date:** _____
Attendance: _____	**Punctuality:** _____
Instructor: _____	**Location:** _____

OBJECTIVES:

Ratings: *3 Can do task with expected level of fluency and accuracy*
2 Can do task but needs to improve fluency and accuracy
1 Needs additional practice on task

1	Introduce Self and Others	*3 2 1*
2	Ask and Answer questions about self	*3 2 1*
3	Assess own skills for employment	*3 2 1*
4	Assess own interests and employment needs	*3 2 1*
5	Read employment ads	*3 2 1*
6	Inquire about job openings	*3 2 1*
7	Make an appointment for a job interview	*3 2 1*
8	Complete job applications	*3 2 1*
9	Write a cover letter	*3 2 1*
10	Interview for a job	*3 2 1*
11	Identify appropriate greetings, dress, behavior	*3 2 1*
12	Write follow-up letter	*3 2 1*
13	Maintain safety in the workplace	*3 2 1*
14	Respond to initiate phone calls	*3 2 1*
15	Use telephone directories	*3 2 1*

MID-TERM PROGRESS REPORT: side 2
VESL - CLERICAL TRAINING

Basic English Language Skills:

Ratings: *3 Fluently and accurately; easy to understand*
2 Some fluency/accuracy; sometimes difficult to understand
1 Needs more practice; often difficult to understand

Skill Area		**Suggestions**
Listening:	*3 2 1*	_____
Speaking:	*3 2 1*	_____
Grammar:	*3 2 1*	_____
Writing:		
• Spelling	*3 2 1*	_____
• Capitalization	*3 2 1*	_____
• Punctuation	*3 2 1*	_____
Pronunciation:	*3 2 1*	_____

INSTRUCTOR COMMENTS:

Participation:

Other:

Signature: _____ **Date:** _____

TRAINEE COMMENTS:

Signature: _____ **Date:** _____

FINAL REPORT
VESL - OFFICE SKILLS TRAINING

Name: _____	**Date:** _____
Attendance: _____	**Punctuality:** _____
Instructor: _____	**Location:** _____

OBJECTIVES:

Ratings: *3 Can do task with expected level of fluency and accuracy*
2 Can do task but needs to improve fluency and accuracy
1 Needs additional practice on task

1	Read and interpret work schedules	*3 2 1*
2	Complete time sheet	*3 2 1*
3	Identify terminology related to pay/benefits	*3 2 1*
4	Interpret paycheck	*3 2 1*
5	Report tardiness or absence	*3 2 1*
6	Request time off or schedule change	*3 2 1*
7	Request and Offer assistance	*3 2 1*
8	Order supplies	*3 2 1*
9	Establish priorities for completing tasks	*3 2 1*
10	Share opinions with others	*3 2 1*
11	Agree/Disagree with others	*3 2 1*
12	Respond to negative and positive feedback	*3 2 1*
13	Read instructions in a manual	*3 2 1*
14	Warn others/Respond to warnings	*3 2 1*
15	Understand Working Culture related to feedback and performance reviews	*3 2 1*

FINAL REPORT: side 2
VESL - OFFICE SKILLS TRAINING

Basic English Language Skills:

Ratings: *3 Fluently and accurately; easy to understand*
2 Some fluency/accuracy; sometimes difficult to understand
1 Needs more practice; often difficult to understand

Skill Area		Suggestions
Listening:	*3 2 1*	_____
Speaking:	*3 2 1*	_____
Grammar:	*3 2 1*	_____
Writing:		
• Spelling	*3 2 1*	_____
• Capitalization	*3 2 1*	_____
• Punctuation	*3 2 1*	_____
Pronunciation:	*3 2 1*	_____

INSTRUCTOR COMMENTS:

Participation:

Other:

Signature: _____ **Date:** _____

TRAINEE COMMENTS:

Signature: _____ **Date:** _____

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Vocabulary for Office Skills

VOCABULARY

CLERICAL: PARTS AND KEYS OF THE TYPEWRITER AND THEIR FUNCTIONS

Nouns	Adjectives/Adverbs	Verbs
aligning scale	double-spaced	adjust
automatic line finder	elite	advance
backspace key	horizontally	arrange
carbon ribbon pica	center	
card/envelope holders	single-spaced	change
carriage	triple-spaced	depress
carriage return key	vertically	enter
carriage return lever		follow
carrier		hold
correction ribbon		insert
cylinder		locate
daisy wheel		move
electric typewriter		place
finger		pull
first finger		push
fourth finger		press
home keys		raise
keys		reach
keyboard		release
left carriage release		remove
left margin set		rest
left platen knob		return
left shift key		set
line-of-writing scale		slide
line-space selector		space
manual typewriter		space down
margin release key		straighten
margin scale		strike
nylon ribbon		turn off
on/off control		turn on
paper bail		type
paper bail rolls		
paper guide		
paper release lever		
paper table		
platen		
printing point indicator		
ribbon carrier		
ribbon control		
right carriage release	tab clear	
right margin set	tab set	
right platen know	tabulator	
right shift key	third finger	
space bar	thumb	
second finger	variable line space	
shift lock	warning bell	

CLERICAL: TYPING TERMS

addressee notations

backspacing method

block style

body of letter

business letter

carbon pack

centering - horizontal centering
backspace-from-center-method
vertical centering

columnar heading

complimentary close

footings

footnotes - superior figures

indented paragraphs

inside address

leaders

mailing notations

manuscript - bound
left bound
unbound

margin

memoranda

memorandum

modified block style

CLERICAL: TYPING TERMS (Cont.)

page line gauge

personal letter

postal card

proofreader's marks

punctuation - mixed
open

reference initials

return address

rough draft

salutation

superior figures

tabulation - boxed tabulation

tabulator stop

timed writing

title page

topic outlines

word division

zip code

CLERICAL: ARITHMETIC COMPUTATION TERMS

addends

addition

borrowing

cancellation

carrying

common denominator

decimal

denominator

difference

digit

dividend

division

divisor

equal (=)

fraction

greater than (>)

improper fraction

least common denominator (LCD)

less than (<)

lowest terms or simplest form

minuend

mixed number

multiple

multiplication

multiplier

CLERICAL: ARITHMETIC COMPUTATION TERMS (Cont.)

numerator

percentage

percent sign (%)

product

quotient

remainder

subtraction

subtrahend

sum or total

whole number

Keyboarding

KEYBOARDING HANDOUTS

The Computer K1

The Computer Parts K2

Typewriter Parts Review Sheet K3

Getting Ready to Type K4

Some Functions of Microtypewriter K5

Word Processing Terms K6

Floppy Disk Care and Maintenance K7

Typing Measurement K8

Spacing Rules K9

Spacing Review K10

Practice Using Spacing K11

Punctuation and Spacing K12

Capitalization Rules K13

Caitalization Practice K14

Capitalization Review K15

Proofreaders Manual K16

Using Proofreaders Manuals K17

Number Expression Rules K18

More Number Expressions K19

Practice with Number Expressions K20

Practice in Centering K21

More Centering K22

Practice with Tables K23

Tabulation Review K24

Personal Note Review K25

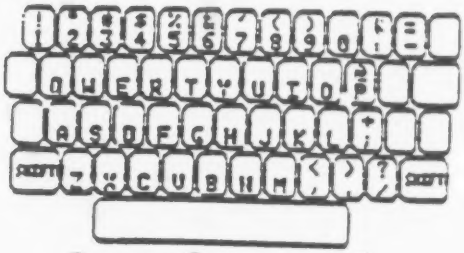
Personal Notes and Simplified Memos K26

Business Letter Review K27

Practicing Review K28

The Computer

computer



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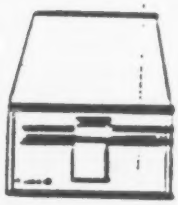
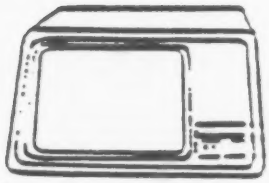
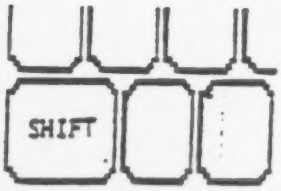


disk drive



monitor

diskette



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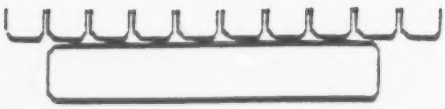
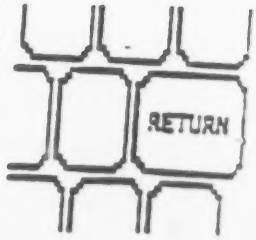
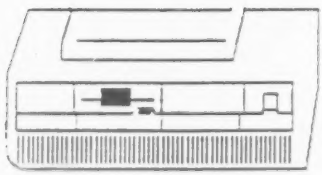


space bar

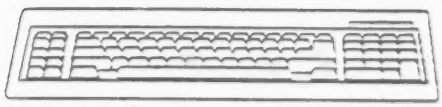


return key

THE COMPUTER PARTS



COMPUTER



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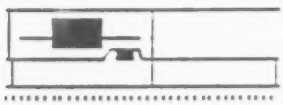

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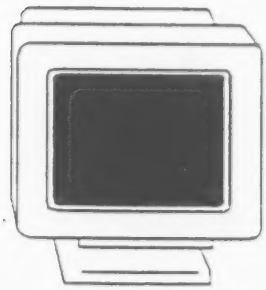
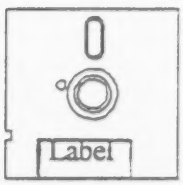
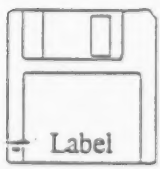


MONITOR



5 1/4" DISK



3.5" DISK

MOUSE

K2
89

TYPEWRITER PARTS REVIEW SHEET

1. Tab Set: Used to set tabulator stops.

2. Shift Lock: Used to lock the shift key so that all of the letters are capitalized.

3. Right/Left Shift Key: Used to capitalize the letters that are keyed while this is being pressed.

4. Platen: (cylinder) Provides hard surface against which type element can strike. Rolls paper.

5. Paper Bail: Used to hold paper against platen.

6. Paper Bail Lever: Used to pull paper bail away from platen.

7. Printing Point Indicator: Used to show exactly where you are typing and where something will be typed next.

8. Line Space Selector: Sets machine to advance the paper 1 or 2 times for single or double spacing.

9. Paper Release Lever: Used to allow the paper to be removed.

10. Margin Set: Allows you to set a new margin where the printing point indicator is presently located.

11. Paper Guide: Used to position paper for insertion.

GETTING READY TO TYPE

Each day when you sit at the typewriter, use the following checklist to be sure that you are really ready!

1. Insert the paper correctly.

   (Pull **paper bail** forward. Place paper against **paper guide**, and turn the knob until paper is in. If the paper is crooked, use **paper release lever** to release the paper and straighten it. Push paper release lever back, and also push paper bail back. Return down however many lines the teacher says or the instructions tell you.)

2. Set the **Line Space Regulator** for the spacing you want.

   (In the beginning we always want it set for single-spacing)

   This is an example of a paragraph that is single-spaced, which means there are no blank lines between each line that we type.

   This is an example of a paragraph that is double-spaced,

   which means there is one blank line between each line

   that we type.

3. Set your **Margins**. The teacher or the instructions will tell you where your margins should be set.

4. Set your typing book to your right.

5. Take your typing position--

   Fingers curved and upright.

   Wrists low, but not touching the keyboard.

   Sit back in your chair--and sit up straight.

   Both feet on the floor.

NOW YOU ARE READY TO TYPE!!

SOME FUNCTIONS OF MICROTYPEWRITER

TO CHANGE MARGINS:

1. To change your left margin--move the cursor key to the new location of the left margin.

   Hold Down the **CTRL** key and strike the **L** key.

   The new left margin should now be set.

2. To change your right margin--move the cursor keys to the new location of the right margin.

   Hold down the **CTRL** key and strike the **R** key.

   The new right margin should now be set.

TO CHANGE LINE SPACING:

1. To change the **line spacing**. (single or double).

   Hold down the **CTRL** key and strike the **S** key.

OTHER SPECIAL FEATURES

CURSOR:	The blinking line or box on your screen that shows you where you are typing.
CURSOR KEYS:	Located either on the number keypad, or next to the number keypad. Allows you to move around your screen.
DELETE:	Allows you to erase (or delete) the letter that is currently at the cursor.
HOME:	Moves the cursor to the very beginning of the document.
END:	Moves the cursor to the very end of the document.

WORD PROCESSING TERMS

The following is a list of terms used in word processing, and in basic computer skills.

1. Input. Putting information into the computer and possibly onto a disk through the keyboard. The keyboard is what we call an "Input Device".

2. Output. Output is when we send information or a document onto the screen, or on paper by using the printer.

3. Memory. Memory is where information is temporarily stored inside the computer. When we put software in the computer--it is sent from the disk into memory, and resides there until we turn the computer off, or give it the command to exit from the memory.

4. Floppy Disk. The Floppy disk is what the software is stored on and where we keep information that we type that we want to keep. It is called a storage device.

5. Hard Copy. Hard copy is when we send a document we have typed to the printer and we have a copy on paper.

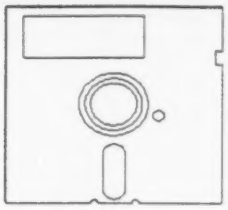
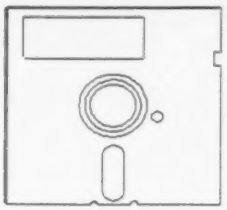
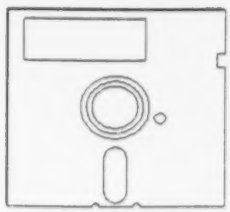
6. Soft Copy. Soft copy is when the document only appears on the screen.

7. Edit. To edit is to read over the material we have typed and look for errors (mistakes). If an error is found, we correct it; or edit it.

8. Retrieve. When we pull information off of a disk into memory, and it therefore appears on the screen, we are "retrieving" it from a disk--or getting it from a disk.

9. Save. To store information or a document for later use, we save it by permanently putting it on the disk--or saving it on the disk.

10. Wraparound. This is a feature that allows the cursor to automatically go to the next line without us having to press the return key. It "wraps around" to the next line automatically.

FLOPPY DISK CARE AND MAINTENANCE

DO:

1. When finished using a disk, place it inside of its protective paper envelope to keep out dust and other contaminants.

2. Store disks vertically, liked record albums.

3. Ensure that the label stays on the proper disk to avoid confusion.

4. Be especially careful when inserting a disk into a hard drive. It is very easy to crease a disk by catching it on a piece of internal machinery.

5. Close the disk-drive door gently to allow the disk to center properly. Snapping the door shut can catch the disk off center and damage it.

6. Keep the disks away from magnetic fields. Especially be careful not to leave a disk on top of the CPU.

DON'T:

1. Never write on a disk cover with a pencil of ballpoint pen - the pressure could damage a disk. If you must write on a disk already labelled, use a felt-tip pen and a light hand.

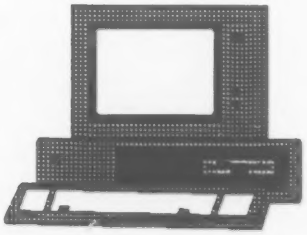
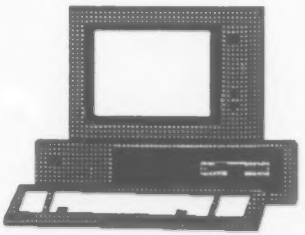
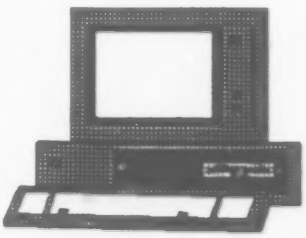
2. Do not touch the disk surface with fingers, tissue or any other objects. Also, do not place an unprotected disk on a dusty surface.

3. Do not place disks in direct sunlight, next to cold windowsills, or any other temperature extremes.

4. Do not bend or crease disks.

5. Avoid exposing your disk to security devices such as the system in the library.

IN FOLLOWING THESE STEPS, YOU COULD EXTEND THE LIFE OF YOUR DISK AND AVOID LOSING HOURS OF WORK!

TYPING MEASUREMENT

----------VERTICAL----------

- There are 6 Vertical Lines to 1 inch.

- There are 66 lines on an 8 1/2 X 11 inch piece of paper.
(11 X 6 = 66)

----------HORIZONTAL----------

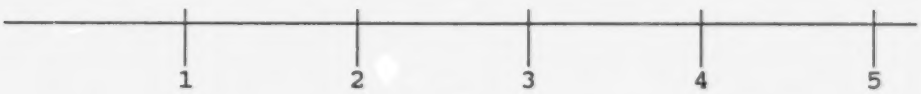
- Pica allows 10 strokes per inch.

XXXXXXXXXX

XXXXXXXXXXX

- Elite allows 12 strokes per inch.

This is an illustration of pica type spacing.



This is an illustration of elite type spacing.

- Pica allows 85 characters horizontally on a page.
(8.5 X 10 = 85)

- Elite allows 102 characters horizontally on a page.
(8.5 X 12 = 102)

SPACING RULES

RULE 1: Space twice at the end of every sentence.

Jane is ill. She will return to school tomorrow.
Billy will return the ball to Jane. It belongs to her.

RULE 2: Space once after the period in a title.

Mr. Jackson will be our new principal.
Mrs. Smith has baked four pies for the bake sale.

RULE 3: Space one time after a comma or a semi-colon.

Mr. Michaels, our teacher, will be out tomorrow.
The weather is wonderful; I hope it is tomorrow as well.

RULE 4: Do not space when using parentheses.

Put the date (July 5, 1991) on your papers.
We couldn't have asked for better weather (but who would)!

RULE 5: Do not space between an apostrophe and a character.

He's always late!
We are going to the cafeteria for lunch; Won't you join us?

SPACING REVIEW

Directions: Write in the column how many times you would pace after the underlined punctuation. Then type the sentences in Microtypewriter. Type each sentence with a double-space between them.

_____ How well is your English coming along? Fine, I hope.

_____ Jane, my teacher, is sick today.

_____ I will have a ham sandwich; tomorrow I will have turkey.

_____ The list includes: lettuce, tomatoes, and mustard.

_____ I am fine. How are you?

_____ Is it raining? I hope not.

_____ John, my brother, is a policeman.

_____ To: All Students.

_____ It is a beautiful day outside; we should be out there.

_____ Hopefully, a job will be easy to come by.

_____ Has your typing speed improved? Mine has.

_____ Jill is sick. She is getting better though.

PRACTICE USING SPACING

DIRECTIONS: Type the following paragraph. Use proper spacing after commas, semi-colons, colons, periods, and question marks. The paragraph is to be indented 5 spaces, and is to be double spaced.

HINT: You will return when you get to your right margin, not where this handout shows the returns. Since the spacing is done incorrectly on this sheet, yours may look a little different.

Working in an office, is in fact, a great deal of fun. It is a perfect way to gain new friendships, learn about business, and improve your clerical skills. The skills you learn will be with you forever;however,if you do not use them on a regular basis, you may decline in your ability. You don't want to do that,now do you? Follow these important steps in order to keep your skill at the level you want: practice, keep a good attitude, and always relax. If you are not relaxed, you will more than likely make many errors. In order for your body to cooperate, you cannot put any strain on it. The best advice is to try to work in an environment you enjoy being in for you to be happy, and also so you can produce your best work.

K 11

PUNCTUATION AND SPACING

Directions:

1. Set Microtypewriter for **double-spacing**.
2. Set your Left Margin at 21 and your Right Margin at 86.
3. Look for the line you are on, and return down until you are on line 6.
4. Type the following material, using correct spacing after the periods, commas, and semi-colons.

Jud is to cut the left lead. Lisa said it is so. Katie is rich.

Jack is sure it is the ice;he said so. Lora is to see.

The lake site,on the left side,has a jet. Lt.Jade is there.

O.J. is to call T.J. if he is to do so. He is to call Hal.

He will talk to Hal,the editor. I use ck.for check.

It is due;he is to use it. It is rude. It is a cot.

It is for a jar,not tar. She is to fit it.

K 12

CAPITALIZATION RULES

RULE 1:

Capitalize the first word in a sentence.

1. We are going home now. Are you?
2. I am going downtown. Would you like to join me?

RULE 2:

Capitalize personal titles and names of people.

1. My teacher is Mrs. Smith.
2. The telephone message is for Mr. Jones. It was taken by Ms. Young.

RULE 3:

Capitalize cities, states, and other important places.

1. My home is in Alexandria, Virginia.
2. While visiting New York, we saw the Statue of Liberty.
3. The White House is in Washington, D.C.

RULE 4:

Capitalize the days of the week.

1. We will visit you on Wednesday of this week.
2. The meeting is every Tuesday and Thursday.

RULE 5:

Capitalize the months of the year.

1. The weather in May tends to be quite warm.
2. Our annual meeting is usually held in June.

RULE 6:

Capitalize names of holidays.

1. Our family will get together on Thanksgiving and Christmas.
2. A big event in our house is Independence Day.

RULE 7:

Capitalize names of historic periods and special events.

1. The American Revolution is celebrated on the Fourth of July.
2. We will not hold class on Memorial Day.

RULE 8:

Capitalize names of clubs, organizations, and companies.

1. I am applying for a job with Mobil Oil.
2. The Health Awareness Club is meeting at Fairfax Hospital.

RULE 9:

Capitalize geographic names, regions, and locations.

1. Maryland and Virginia are both located in the United States.
2. The Nile River is in Egypt.

RULE 10:

Capitalize streets, avenues, and buildings.

1. My office is located on Main Street.
2. My appointment is at the Park Plaza Building.

RULE 11:

Capitalize official titles.

1. The President of our company is John Smith.
2. The Vice President will join us later.

K13c

CAPITALIZATION PRACTICE

DIRECTIONS: Begin by locating the words that should be capitalized and underline them. Then, type each sentence the way it should look with proper capitalization.

1. does this class supply books, or do we supply them?
2. we will meet at the blaine building tomorrow afternoon.
3. the doctor's name is mr. caine.
4. the only thing in the mail is a letter from the president.
5. we will celebrate thanksgiving in november.
6. our next holiday before independance day is memorial day.
7. is cathy going to the mall with us?
8. tomas green is the person you should contact.
9. was president bush on the television last night?
10. i may be transferred to houston, texas.
11. john has a telephone call in his office.
12. our office is moving to park avenue.
13. the grand canyon is in arizona.
14. our weekly meeting has been moved to friday.
15. the treasurer of our art club is jane.

CAPITALIZATION REVIEW

DIRECTIONS: Underline the word that needs to be capitalized. Then type the sentences correctly using proper capitalization, and proper spacing.

1. joan will join us on wednesday.
2. thank you so much for the gift.
3. your meeting with ms. dickenson is this afternoon.
4. The doctor is in. his name is dr. davidson.
5. The service was beautiful. reverend clark did a great job.
6. where will you spend new years day?
7. the office you are looking for is on main street.
8. you will meet with vice president smith tomorrow.
9. i have a lunch appointment with julie walker.
10. where is the plaza building located?
11. he is speaking with mrs. sullivan.
12. The stockholders meeting will be held in mid July.

K15

PROOFREADER'S MARKS

	Change letter	I will nat go.
	Delete Space	I am going to the park.
	Insert Space	Iam going to the park.
	Delete	Will you go with me?
	Close up	It is a beau tiful day.
	Insert letter	Are yo u having fun?
	Insert Comma	He will not, however be with us.
	Transpose	What a dreary Monday.
	Capitalize	tom is not here today.
	Paragraph	¶ After going to the park, we decided to get some ice cream.
	No paragraph	no ¶ After going to the park, we decided to get ice cream.
	Lowercase	Last Week, we had a lot of fun.
	Move Left	This is to show when a sentence should be moved to the left.
	Move Right	This shows when it should be moved to the right.
	Spell Out	We will leave at 7 o'clock.

K16

USING PROOFREADER'S MARKS

Directions: You are the proofreader. Use proofreader's marks to correct the copy. The number of mistakes requiring proofreader's marks is listed to the side. After you have found all of the mistakes, type a corrected copy.

---

(1) Using proofreader's markss is fairly easy. The proofreader
(1) takes uncorrected cpoy and uses the marks we have learned to show
(0) the typist where his or her mistakes are. After reading over the
(1) text and marking itwith proofreader's marks, the proofreader
(1) returns the document to thee typist who will then locate the errors
(0) found by the proofreader and correct them.

(2) the process is often done in multiple setps. The paper must
(1) be proofread more than one one time in order for the copy to come
(1) out per fect, or what we call mailable.

(2) The proofreader cann also be the typist. we would not want
(1) our boss to see an uncorrected copy, andthere is not always someone
(1) available to proafread. When this occurs, we must rely on
(1) ourselves to proofread the the document. It often helps to print
(1) the document, th en use proofreader's marks to make corrections,
(1) and and finally make the needed changes at the computer.

NUMBER EXPRESSION RULES

RULE 1:

Always spell a number that begins a sentence.

1. Twelve puppies were born; we were expecting more.
2. Five jars are required for this project.
3. Jane used 3 books for her report.

RULE 2:

Spell out numbers one through ten;
use figures for numbers above ten.

However, when numbers below ten are used in the same sentence as numbers above ten, use figures for all.

1. We will need to replace 15 cartons of paper.
2. Although 15 were ordered, we only received 5.
3. Jim received five of them.

RULE 3:

Use figures to express dates and times.

1. We begin class at 12:30 sharp.
2. Monday, May 27, is a holiday.

RULE 4:

Use figures for house numbers except house number *One*.

1. We live at 531 Main Street.
2. My office is located at One Main Street.

RULE 5:

Use figures to express measures and weights.

1. Last time we measured, Sally was 5 ft. 2 in. tall.
2. The baby weighed 8 pounds at birth.

RULE 6:

Use figures for numbers following *nouns*.

1. Chapter 2 of the book was the most interesting.
2. We are to read pages 1 and 2 of Volume 4.

RULE 7:

Spell names of small numbered streets (ten and under).

1.. The closest shopping mall is on Fifth Avenue.
2. The book store is located on 32d Street.

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RULE 8:

Use figures for a series of fractions, *but* spell out the fraction if there is only one in the sentence.

1. I use 1/4 cup of sugar; 1/2 cup of flour; and 1/3 cup of water.

2. Over one-half of the class failed the test.

MORE NUMBER EXPRESSIONS

DIRECTIONS: Place an X by the sentence that is correct. Then, type the correct sentence two times each.

---

1. ___ His house address is 531 Euclid Avenue.
   ___ His house address is Five Hundred Thirty One Euclid Avenue.

2. ___ We located 5 books at the library.
   ___ We located five books at the library.

3. ___ She brought us 5 tomatoes, 15 carrots, and 6 melons.
   ___ She brought us five tomatoes, fifteen carrots, and six melons.

4. ___ The sack of flour weighs eight pounds.
   ___ The sack of flour weighs 8 pounds.

5. ___ Your interview will be in our Alexandria office, which is located at 1 Spring Road.
   ___ Your interview will be in our Alexandria office, which is located at One Spring Road.

6. ___ 7 of us are planning to attend the retirement ceremony.
   ___ Seven of us are planning to attend the retirement ceremony.

7. ___ One-third of the office is out sick today.
   ___ 1/3 of the office is out sick today.

8. ___ We are bringing 5 boys and 15 girls.
   ___ We are bringing five boys and fifteen girls.

9. ___ I must read Chapter four before the meeting tomorrow.
   ___ I must read Chapter 4 before the meeting tomorrow.

10. ___ In summary, one-half of the class will attend; one-quarter will not; and one-quarter is undecided.
    ___ In summary, 1/2 of the class will attend; 1/4 will not; and 1/4 is undecided.

11. ___ It was tough carrying in 16 bags of groceries.
    ___ It was tough carrying in sixteen bags of groceries.

DIRECTIONS: Set your margins for 21 and 85. Identify the underlined number either expressed as a figure or spelled out. Properly type each sentence making a correction to the underlined number if necessary.

1. We have thirty six members in our Art Club.
2. There are 5 officers of the court present at the hearing today.
3. Her house is located at 1 Franconia Road in Alexandria.
4. 5 teachers have signed up to attend the luncheon.
5. Over ½ of the members will attend today's meeting.
6. The recipe calls for one-quarter cup of sugar; one-third cup of flour; and one-half cup of water.
7. Although three people were present; we needed 5 to hold the meeting.
8. Read Chpater four in your book; and then we will discuss it.
9. The baby now weighs eighteen pounds.
10. Your meeting will start promptly at eight thirty this evening.

PRACTICE IN CENTERING

1. Center the following lines, use your information. For example, for "Your Name", type your full name.

Your Name

Office Skills Training

Today's Date

Your favorite color

2. Center the following lines:

FAVORITE SOFTWARE PACKAGES

WordPerfect

Microtypewriter

Lotus 1-2-3

Harvard Graphics

Microsoft Works

3. Center the following lines:

BLUE

RED

PURPLE

PINK

GREEN

MORE CENTERING...

Center the following lines horizontally.

The meeting will end at 2:00 p.m.

The office party will be at Nottaway Park.

Attention: Mr. John C. Callahan

SUBJECT: Computer Security

DATE: May 15, 1991

MEMORANDUM

TO: ALL STAFF

PRACTICE WITH TABLES

Use the following table to answer the following questions, and fill in the equations for vertically and horizontally centering tables.

Assume that it is typed on a half-sheet. Also, there is to be 12 spaces between the longest lines in each column.

FAVORITE T.V. SHOWS

In Living Color	Full House
The Cosby Show	The Simpsons
Roseanne	Night Court

VERTICAL CENTERING

1. How many lines are available on the paper? _____

2. How many lines are used in the problem? _____

3 Equation:

number of lines available: _____
number of lines used: _____
= _____
÷ 2 = _____

4. Is this an even or odd number? _____

5. You will start on line _____

HORIZONTAL CENTERING

1. Which item is the longest in Column 1?

_____

2. Which item is the longest in Column 2?

_____

3. This called the "key line." Write it in the space below.

_____ _____

4. How many times will you backspace from the center to allow for the key line?

_____

5. How many times will you backspace to allow for the spaces between columns?

_____

6. You will set your left margin at what point on the scale?

_____

7. You will space forward how many times to set your tab for Column 2?

_____

SUMMARY

Begin on Line: _____

Left Margin Set at: _____

Tab Stop Set at: _____

TABULATION REVIEW

Directions: Follow each set of instructions for setting margins and tabs to type the material for each situation. Remember: your screen will not look exactly like the words are shown below!

1. Set your Left Margin at 15. Set your Right Margin at 80. Clear all tabs. Set a tab at 25, 35, and 45. Type the following text.

blue	red	orange	black
pink	green	white	grey

2. Set a Left Margin at 15, and a Right Margin at 70. Set your machine for double-spacing. Clear all previously set tabs. Set one tab twenty spaces from your left margin. Type the following text.

typing	filing
phone	computer
calculator	xerox
fax	printer
CPU	monitor

3. Keep the margins and spacing you have previously set. Clear all tabs. Set a new tab at 30. Type the following text.

Alexandria	Falls Church
Reston	Annandale
Springfield	Oakton
Arlington	Fairfax

PERSONAL NOTE REVIEW

DIRECTIONS: Type the Personal Note below in proper format. Use a 60-space line. Remember your top margin.

May 21, 1991

Dear Paula

Thank you so much for the invitation to Jack's retirement party. I am so looking forward to it. I can't believe he has been with the company 20 years.

Our department would love to help. Please let us know if there is anything we can do to make Jack's party a great success, and one he will remember for years to come.

Sincerely

Jackie

SIMPLIFIED MEMO REVIEW

DIRECTIONS: Type the following in proper Simplified Memo format. Remember your top margin. Continue using a 60-space line.

May 21, 1991

All Staff

JACK DEATON'S RETIREMENT

As I am sure you are all aware, Jack Deaton's employment of 20 years is about to come to a close. We would very much like his memories of us to be special ones.

If anyone has any interesting ideas to add a special touch to his ceremony and party, please contact me on extension 228. I welcome any and all ideas.

Lynn Sanchez, Manager

PERSONAL NOTES AND SIMPLIFIED MEMOS

1. Is the following a Simplified Memo or a Personal Note?

_____

2. Identify each part.

_____ May 24, 1991

_____ Dear Sue

_____ Thank you for the retirement gift. Believe me, it will come in handy on those days with absolutely nothing to do.

I cannot express to you how much I appreciate your support throughout my 20 years with CENTRON.

_____ Sincerely

_____ Jack

1. Is the following a Simplified Memo or a Personal Note?

_____

2. Identify each part.

_____ May 24, 1991

_____ All Employees

_____ A RETIREMENT SUCCESS

_____ Thanks to all of our wonderful employees. Jack Deaton's retirement gala was a huge success. I guess you could say we pulled it off!

Thanks again for all your help.

_____ Lynn Sanchez, General Manager

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Personal Note

1. What line do you begin on to type the date?

   _____

2. How many times do you return after the date?

   _____

3. How many times do you return after the salutation?

   _____

4. Explain the s acing in the body of the Personal Note.

   _____

5. How many times do you return after the Complementary Close?

   _____

Simplified Memo

1. What line do you begin on to type the date?

   _____

2. How many times do you return after the date?

   _____

3. When you return four times, this is called a _____ space.

4. How many times do you return before and after the subject?

   _____

5. Is the subject in upper or lower case letters?

   _____

6. How many times do you return before typing the name of the person that the memo is from?

   _____

119
K26b

BUSINESS LETTER REVIEW

DIRECTIONS: Circle the appropriate answer to each of the following questions.

1. Which of the following is in open punctuation:

   Dear Jane: Dear Jane, Dear Jane

2. Which of the following is a salutation:

   Dear Ms. Smith Sincerely yours Cordially

3. Which of the following is a complimentary closing:

   John H. Smith Sincerely yours Dear Ms. Jackson

4. How many times do you return after typing the date?

   3 4 2

5. How many times do you return before and after the salutation?

   3 4 2

6. Which is the appropriate way of typing the date:

   January 1, 1991 Jan. 1, 1991 1-1-91

7. The body of a letter is:

   Single-spaced, double spaced between paragraphs Entire body is single-spaced Entire Body is double-spaced

DIRECTIONS: Type the Following Memo. It goes to All Employees. It is from Mr. McDaniel. Use today's date, and the Subject is Salary Increase.

As of July 1, 1991, all employees will receive a 2% salary increase, based on their present salary. This increase is due to last year's increase in productivity and sales.

As I am sure you are well aware, as long as sales increase, the easier it is to give bonuses, and salary increases--so let's keep up the good work!

DIRECTIONS: Type the Following letter in Full Block Style. Use 1-inch margins, Open Punctuation, and Blocked Paragraphs. The letter goes to: Mr. John Franklin
Computer Data Corporation
1200 Fifth Street
Los Angeles, CA 25678
The letter is from Ms. Ella Quick, President--please include an envelope.

This letter is to commend your organization on the prompt and friendly service my company always receives. It is a pleasure to deal with such cooperative people these days, as it is all too rare!

Please congratulate your staff on my behalf and thank them for all of their help they have given myself and my employees over the years.

Sincerely

DIRECTIONS: Type the Following Letter in Modified Block Style, Mixed Punctuation and Indented Paragraphs. Use 1-inch side margins. The letter is to be sent to: Ms. Sally French
Lasers Incorporated
5689 Main Street
Springfield, IL 34789
The letter is from Mr. Thomas Reager, Manager--please include envelope.

Thank you for the information you sent regarding the new and improved systems you offer. Unfortunately, at the present time, our budget will not allow for the systems and programs you offer.

However, we would like to keep them in mind for future use, if that is possible. We would like to remain on your mailing list, so when the funds become available, we will be able to reach your organization quickly.

Thank you for your time and we hope to be able to do business with you in the very near future.

Sincerely,

Filing Handouts

FILING HANDOUTS: TITLE OR DESCRIPTION

Practice with Filing F1

Alphabetic Filing Review F2

Alphabetic Correspondence Filing F3

Subject Correspondence Filing F4

DIRECTIONS: Arrange the following names in Indexing Order (that is in proper filing units). Then put each group in order that they would be placed in alphabetically.

GROUP 1:

NAME	UNIT 1	UNIT 2	UNIT 3	ORDER
Margie Gallahan				
Lisa Nixon				
Rebecca Oteng				
Alex Jellison				

GROUP 2:

Robert C. Wilkie

Steve L. Jenkins

Cliff C. Jenkins

Stacey A. Wilkie

GROUP 3:

Sally Law-Jones

Della O'Brien

Mary-Beth Jones

Kelly Law-Jones

GROUP 4:

Connie O'Day

Liz Delorean

Liz Delittle

Frank O'Hara

DIRECTIONS: Put the following names in ~~masking~~ order and then in alphabetical order.

NAME	UNIT 1	UNIT 2	UNIT 3	~~ER~~
Sally Jones				
Kelly-Marie Smith				
Frank O'Gifford				
Della O'Donohue				
Joey A. Kraft				
Lois M. Brown				
Tuyen Nguyen				
Jean L. Stone				
Jill Stone				
Minh Pham				
Mickey O'Kelly				
Lacey Brown-Smith				

ALPHABETIC FILING REVIEW

WRITE THE FOLLOWING NAMES IN THE ORDER THAT THEY WOULD BE FILED.

Jan E. Smith

Jack S. Baker

James F. Smith

Nan W. Billington

Frank O. Smith-Barnes

Nan W. Billingston

Darlene O'Hara

Josephine F. Adams

Harriette K. Cahill

Harriette J. Bakersfield

Harold D. Kauffman

Jacob D. Klefton

Jonathan R. Appleton

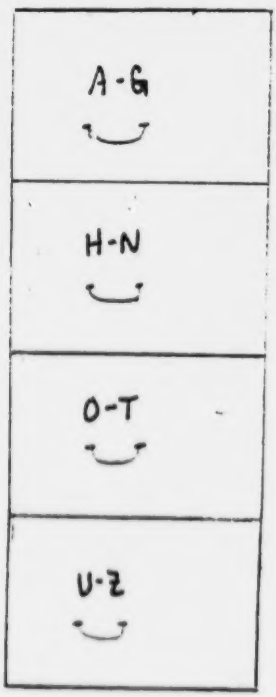
Paula Palatino

Ashleigh Roman

Blake Romand

ALPHABETIC CORRESPONDENCE FILING

Business Correspondence from the companies and individuals at the right has been received by your company. You are going to decide which file drawer to place the piece of correspondence in.



Joe's Plumbing Service

Kilma Delivery Service

While-U-Wait Cleaning

Alexandria Light Co.

Virginia Power

O'Connell Delivery

Southland Corporation

Rental Uniform Service

Washington Light Company

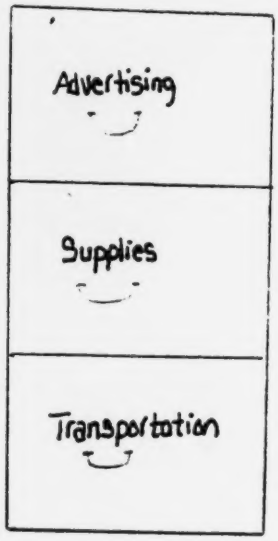
XEROX Corporation

List below in order the correspondence that belongs in each drawer:

A - G	H - N	O - T	U - Z

SUBJECT CORRESPONDENCE FILING

Business Correspondence from the companies and individuals at the right has been received by your company. You are going to decide which file drawer to place the piece of correspondence in.



Miller's Office Products

Alma's Advertising

Thrifty Car Rental

Ginn's Office Supply

WKOL Radio (bill for a radio commercial)

Jiffy Lube (oil change for vans)

Staples Office Superstore

Midas Muffler Service

The Fairfax Journal (bill for an ad in Sunday paper)

Jack's Auto Repair

List Below, in order, the correspondence that belongs in each drawer:

ADVERTISING SUPPLIES TRANSPORTATION

Calculator Handouts

CALCULATOR HANDOUTS

Computation of Taxes and Discounts C1

Calculator Review C2

More with Taxes and Discounts C3

Business Applications Quiz C4

Salary Review C5

COMPUTATION OF TAXES AND DISCOUNTS

1. Computing the tax of multiple items is no different than computing the tax of one item. The reason for this is we only use the addition key because tax is added to the price, using the + key.

   Look at this example:

```
1.50 price      (+/=)
1.50 price      (+/=)
 .50 tax        (+/=)
_________
3.50                    will be the answer shown.
```

TRY THE FOLLOWING PROBLEM:

```
3.00 price
2.00 price
 .30 tax
_________
```

2. However, computing the tax of a discounted item is slightly different. Look at the example and note the keys that are pressed to perform this calculation:

```
5.00 price      (+/=)    This enters the number into the calculator.
1.00 discount   (-/=)    This subtracts the discount from the price.
 .50 tax        (+/=)    This adds the tax to the discounted price.
________________
4.50                    will be the answer shown.
```

TRY THE FOLLOWING PROBLEM:

```
6.00 price
2.00 discount
 .40 tax
_____________
```

CALCULATOR REVIEW

DIRECTIONS: Identify if the following amounts of money should be added or subtracted. Note the terms following each amount. Then, perform the calculator function required to arrive at the correct answer.

$12.00 price + .40 tax _____	$100.23 price 4.00 tax _____	$10.63 price 1.70 tax _____
$15.00 price + .50 tax _____	$400.50 price 10.00 tax _____	$13.75 price 1.75 tax _____
$21.00 price + 1.00 tax _____	$30.17 price .70 tax _____	$6.76 price .75 tax _____
$40.00 price - 2.00 discount _____	$6.50 price 2.40 discount _____	$7.00 price 3.00 discount _____
$30.75 price - 2.30 discount _____	$40.00 price 4.00 discount _____	$32.50 price 6.50 discount _____

MORE WITH TAXES AND DISCOUNTS

Directions: Determine if you need to add or subtract the following amounts. (The term beside each amount should be a hint!)

$14.50 price .30 tax _____	$6.75 price .15 tax _____	$4.53 price .20 tax _____
$40.30 price 12.00 price 4.56 tax _____	$35.89 price 6.75 price 3.00 tax _____	$46.79 price 5.50 price 7.80 tax _____
$45.90 price 6.00 discount _____	$45.96 price 9.20 discount _____	$89.23 price 9.50 discount _____
$6.50 price 3.50 discount _____	$78.00 price 5.00 discount _____	$46.21 price 6.50 discount _____
$45.00 price 3.00 discount 1.70 tax _____	$60.00 price 5.00 discount 5.50 tax _____	$60.00 price 6.00 discount 3.00 tax _____
$63.97 price 5.50 discount 1.30 tax _____	$89.00 price 9.00 discount 7.00 tax _____	$90.00 price 10.00 discount 8.00 tax _____

BUSINESS APPLICATIONS
QUIZ

INVENTORY CARDS:

Using the following inventory cards, do the correct calculation to arrive at the correct balance:

INVENTORY CARD

Item Computer paper
Supplier No. CP-101
Aisle 6 Bin 3
Maximum 500 Minimum 10

Date	Quantity Received	Quantity Sold	Balance
1/20	100		
1/22		20	
1/24		32	
1/27		28	
1/31	75	30	
2/4		24	
2/6		24	
2/11	110	15	
2/14		20	
2/18		15	77

Using the transactions given below, fill in the blank inventory card:

6/30 Received 400 disks
7/5 Sold 10 disks
7/7 Sold 5 disks
7/10 Sold 100 disks
7/14 Sold 50 disks
7/15 Received 60 disks
7/17 Received 10 disks
7/21 Sold 35 disks

INVENTORY CARD

Item Floppy Disks
Supplier No. FD-200
Aisle 4 Bin 4
Maximum 500 Minimum 20

Date	Quantity Received	Quantity Sold	Balance
			270

C4a

CHECK REGISTERS:

Using the filled in check register, arrive at Jo E. Bankers balance.

RECORD ALL CHARGES OR CREDITS THAT AFFECT YOUR ACCOUNT

NUMBER	DATE	DESCRIPTION OF TRANSACTION	PAYMENT/DEBIT (-)	√ T	FEE (IF ANY) (-)	DEPOSIT/CREDIT (+)	BALANCE
	5/2	Deposit				$500 00	
		Open account					500 00
101	5/3	First Mortgage Co	200 00				
		mortgage pmt					
102	5/5	Pacific Telephone	30 00				
	5/7	Deposit				600 00	
		Paycheck					
103	5/7	Joan Smith	10 00				
104	5/8	J.J. Hallmark	23 50				
105	5/9	KINNEY SHOES	75 00				
106	5/10	SAFEWAY	50 70				
107	5/11	FALLS CHURCH H.S.	20 00				
		CANDY SALE					

REMEMBER TO RECORD AUTOMATIC PAYMENTS / DEPOSITS ON DATE AUTHORIZED.

C4b

Using the transactions below, fill in the blank check register. Be sure to put outgoing checks in the proper column, and deposits in the proper column!

RECORD ALL CHARGES OR CREDITS THAT AFFECT YOUR ACCOUNT

NUMBER	DATE	DESCRIPTION OF TRANSACTION	PAYMENT/DEBIT (-)	√ T	FEE (IFANY) (-)	DEPOSIT/CREDIT (+)	BALANCE
			$		$	$	$

DATE	CHECK NUMBER	TRANSACTION
9/1		Deposit $500.00 (to open account)
9/2	101	Paid $50.00 to Virginia Power for utility bill.
9/4	102	Paid Media General Cable for Television Cable.
9/6		Deposit $200.00
9/7	103	Paid $35.00 to C&P Telephone.
9/9	104	Paid $75.00 to Giant for groceries.

DEPOSIT SLIPS:

Determine the Total Amount being deposited.

DEPOSIT TICKET

JO E. BANKER
111 E. Main Street
Falls Church, VA

DATE May 14 19 91

DEPOSITS MAY NOT BE AVAILABLE FOR IMMEDIATE WITHDRAWAL

CASH	CURRENCY	50 00
	COIN	20 00
105		175 00
226		300 00
TOTAL		
LESS CASH RECEIVED		
NET DEPOSIT		

68-111/560 50

BE SURE EACH ITEM IS PROPERLY ENDORSED

FIRST VIRGINIA BANK
SERVING NORTHERN VIRGINIA
FALLS CHURCH, VIRGINIA 22046

⑆056001118⑆ 8063 0316⑈ 151

CHECKS AND OTHER ITEMS ARE RECEIVED FOR DEPOSIT SUBJECT TO THE PROVISIONS OF THE UNIFORM COMMERCIAL CODE OR ANY APPLICABLE COLLECTION AGREEMENT

C4c

SALARY & WAGES

1. Sally makes $50,000.00 a year.

   How much does Sally make a month? _____

   How much does Sally make a week: _____

2. John makes $200.00 a week.

   How much does John make a month? _____

   How much does John make a year? _____

SALESPERSON

	SALLY	MIKE	BILL	TOTAL
JAN.	$400.00	$200.00	$250.00	_____
FEB.	350.00	250.00	300.00	_____
MAR.	450.00	350.00	200.00	_____
APR.	500.00	300.00	100.00	_____
MAY	100.00	200.00	100.00	_____
JUNE	50.00	50.00	50.00	_____
	_____	_____	_____	_____ TOTAL SALARY PAID

INVOICE EXTENSIONS

Use the following invoice to determine how much is to be paid by the purchasing company.

Also answer the following questions:

1. Who is selling the merchandise? _____

2. Who is buying the merchandise? _____

3. What is the invoice number? _____

4. What is the date of the invoice? _____

INVOICE 2521

Heating
Air Conditioning

KRAFFT SERVICE CORPORATION

5717 EDSALL ROAD
ALEXANDRIA, VIRGINIA 22304 - 4796
PHONE 751-7510

AUTOMATIC AIR EQUIPMENT
6700 Edsall Road
Alexandria, VA 22140

DATE: May 14, 1991 JOB #: TERMS:

QTY	DESCRIPTION:	UNIT PRICE			EXTENSION AMOUNT
5	18-Ton Carrier Air Conditioners	$500.00			_____
4	3-Ton Heat Pumps	$600.00			_____
15	Air Conditioner Coil	$ 50.00			_____
			TOTAL		_____

TOTAL ⟶

C4e

SALARY REVIEW

Use the necessary functions on the calculator to arrive at each employee's salary.

NAME	GROSS PAY	FICA	STATE	RETIREMENT	NET PAY
BALLY	470.00	13.00	7.00	4.50	_____
CHADWICK	350.00	11.60	4.13	2.30	_____
DALY	690.00	23.00	9.99	5.60	_____
EDMONTON	555.00	14.75	9.02	6.22	_____
FLAGG	790.00	75.00	14.00	12.56	_____
FRINGLE	320.00	9.00	7.50	3.00	_____

The following people make a 5% commission of their total sales. Determine their gross pay.

NAME	SALARY	SALES	COMMISSION	GROSS PAY
BEWITTLE	200.00	690.00	_____	_____
CANTERBURY	230.00	715.00	_____	_____
CAMBELL	220.00	899.00	_____	_____
DANNON	300.00	900.00	_____	_____
EDGEHILL	220.00	859.00	_____	_____

ANSWER THE FOLLOWING QUESTIONS:

1. Is Gross Pay before taxes or after taxes?

   _____

2. What are some examples of "deductions"?

   _____

C5a

FIND THE FOLLOWING EMPLOYEE'S GROSS AND NET PAY (DON'T FORGET OVERTIME IS TIME AND A HALF!)

NAME	WAGE	HOURS	GROSS PAY	DEDUCTIONS	NET PAY
BAKER	4.50	40	_____	20.00	_____
CAMBELL	5.25	45	_____	24.50	_____
DAVIDSON	5.75	47	_____	32.46	_____
EAGLE	4.35	20	_____	12.40	_____
FANTLE	6.00	46	_____	15.17	_____

C5b

Communications Handouts

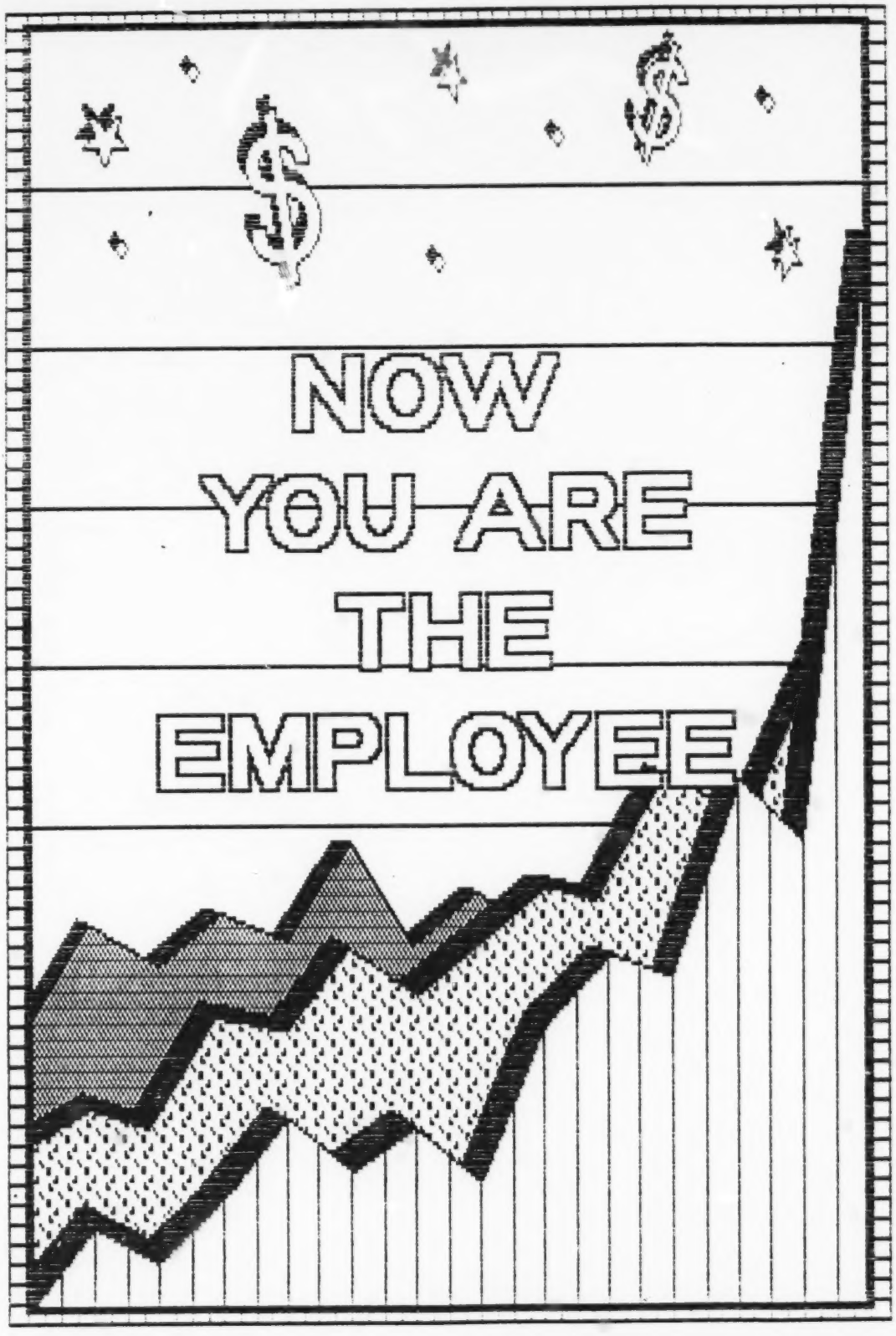
COMMUNICATION HANDOUTS

Duplicating Terms M1

Now You are the Employee M2

DUPLICATING TERMS

Original:	The document that you wish to have copied.
Duplicate:	(Copy). The document that has been duplicated from the original. It will look exactly like the original.
One-sided:	The document only has print on one side of the paper.
Two-sided:	The document has print on both sides of the piece of paper.
Collate:	When a document is more than one page in length, you want to keep the pages in the original order while making a copy of it. This feature automatically does this for you.
Paper Size:	Allows you to choose if you want standard size (8 1/2 X 11) or legal size (8 1/2 X 14).
Reduction:	You may be able to reduce the size of the original using this feature.
Enlargement:	Allows you to enlarge the original to another size.



M2a.

CHECKLIST: YOU ARE THE EMPLOYEE

COMMENTS

JOB 1 _____

JOB 2 _____

JOB 3 _____

JOB 4 _____

JOB 5 _____

JOB 6 _____

JOB 7 _____

JOB 8 _____

JOB 9 _____

JOB 10 _____

YOU ARE THE EMPLOYEE

You are now employed in an office that provides landscaping services to the general public. Your Boss' name is Mr. Jack Coalson. He is the owner of Coalson's Landscaping, therefore, use this as his title in all correspondence.

Your job description is to provide clerical support to Mr. Coalson. Some of the tasks he may ask you to do is type letters, memorandums to the staff, assist the accountant in keeping payroll registers, keep records of purchase orders, and light filing. You will be required to answer the phone, taking messages when necessary, duplicate correspondence as necessary, and send a fax when necessary.

Each job described in this packet should provide enough information that you can produce the final product, and give to your boss for approval. Use the checklist provided to have the teacher check off each job as you complete it.

Try to do each job with as <u>little</u> assistance as possible, as it is important that you become confident in your work! Use any reference materials necessary, but use the teacher as a last resort.

Good Luck!

JOB 1

Type a Full Block Style Letter with Mixed Punctuation and Blocked Paragraphs. The letter is from Mr. Coalson. Include an envelope for each letter. Use today's date. Send the letter to the following 3 people:

Mr. John Gilcrest	Ms. Sally French	Mrs. Gilda Smith
1256 Pike Boulevard	789 Wisconsin Avenue	1260 Angel Avenue
Falls Church, VA 22341	Alexandria, VA 22310	Springfield, VA 22150

Dear _____:

Thank you for your interest in Coalson's Landscaping. We have been in business for nearly ten years now and are proud to serve our customers. We provide many landscaping services that you may find of interest.

Enclosed is a brochure of the services we offer, and an approximate cost of each. Of course, this is an approximation as your circumstances may require a slightly different cost.

Please consider us for your landscaping needs. Our office hours are Monday - Friday 8 a.m. to 5 p.m. and Saturday from 8 a.m. until noon. Please call us at 971-8989.

Sincerely,

JOB 2

Type a Modified Block Letter, with Mixed Punctuation, and Indented Paragraphs to the following. Use today's date and include an envelope.

Mr. Keith Stone
3498 Ruskin Street
Springfield, VA 22150

Enclosed is the estimate done for you by my employee, Tom. As I am sure you will find, these plans are what we have discussed and decided upon. I hope you will find the cost satisfactory.

If you find you need to make further changes, please contact me. We are available to start the job as soon as possible; just let us know what is convenient for you.

Sincerely,

M2 d

JOB 3

Situation: You are answering the phones while the receptionist is at lunch. You receive the following phone calls. Please fill out a "Telephone Message" form for each call so that it can be directed to the proper person.

CALL #1: At 11:30, Mrs. Landsby calls for Mr. Coalson. Her number is 555-0976. Please have him call her as soon as possible. It regards the job we just completed at her home.

CALL #2: At 11:40, one of the employees, Ken Wilson, receives a phone call from his wife. She would like for him to call her at home when he gets a chance.

CALL #3: At 11:50, the receptionist, Kelly Ackerman, receives a call from Joan at Thomason Garden Supply. They were calling to let her know the order she placed with them is ready for pick-up.

CALL #4: A good friend of Mr. Coalson calls him at 12:00. His name is Roy Smith. He can be reached at 690-6745 until 5 p.m.

JOB 4

Mr. Coalson would like you to assist the accountant by determining each employee's gross pay for the week. Use the Payroll Register to determine the pay.

JOB 5

After determining each employee's gross pay, use the Deduction Roster to determine each employee's net pay.

20% of each persons salary goes toward FICA

7% of each persons salary goes toward STATE

4% of each persons salary goes toward insurance.

JOB 6

Mr. Coalson would like you to type the following memorandum (memo) in proper format.

TO: ALL EMPLOYEES
FROM: MR. COALSON
DATE: JULY 14, 1991
SUBJECT: PAY PROCEDURE

This is to inform all employees that we will be returning to our weekly pay schedule rather than continuing with the bi-weekly schedule. It seems to be the favored option of the majority of the employees.

Thank you for your patience during the transition in pay scheduling. It is greatly appreciated by management.

COALSON LANDSCAPING
PAYROLL REGISTER
WEEK ENDING _____

EMPLOYEE	RATE	HOURS WORKED	REG PAY	OT PAY	GROSS PAY
ACKERMAN, K.	9.00	45			
ATKINSON, M.	7.00	40			
BERRY, J.	6.50	40			
BRICE, S.	8.00	42			
DONALDSON, J.	8.00	46			
GEPHARDT, K.	10.00	50			
SLIVERS, T.	12.50	43			
THOMPSON, W.	5.50	40			
WILSON, K.	13.00	45			

M2g

COALSON LANDSCAPING
DEDUCTION ROSTER

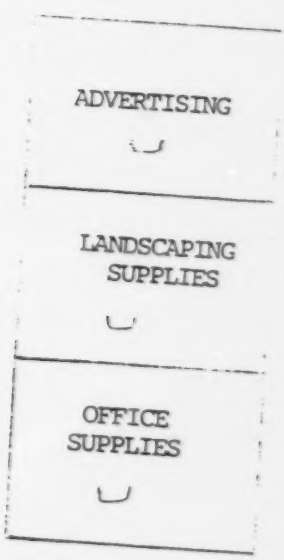
WEEK ENDING _____

EMPLOYEE	GROSS PAY	FICA	STATE	INSURANCE	NET PAY
ACKERMAN, K.					
ATKINSON, M.					
BERRY, J.					
BRICE, S.					
DONALDSON, J.					
GEPHARDT, K.					
SLIVERS, T.					
THOMPSON, W.					
WILSON, K.					

M2h 151

JOB 8

The records for the office are kept in a separate filing cabinet from the customer records. They are filed by subject. Decide where the following folders would be placed in the cabinet by writing them **in order** under the appropriate caption.



Miller's Office Products

Hankins' Garden Tools

IBM Corporation (extra ribbons)

Canon Copier Service

The Journal Newspaper (ad in paper)

WMZQ Radio (ad on the radio)

Nall's Produce & Supply

Marshall's Garden Landscaping

The Connection (ad in paper)

K and O Office Supply Store

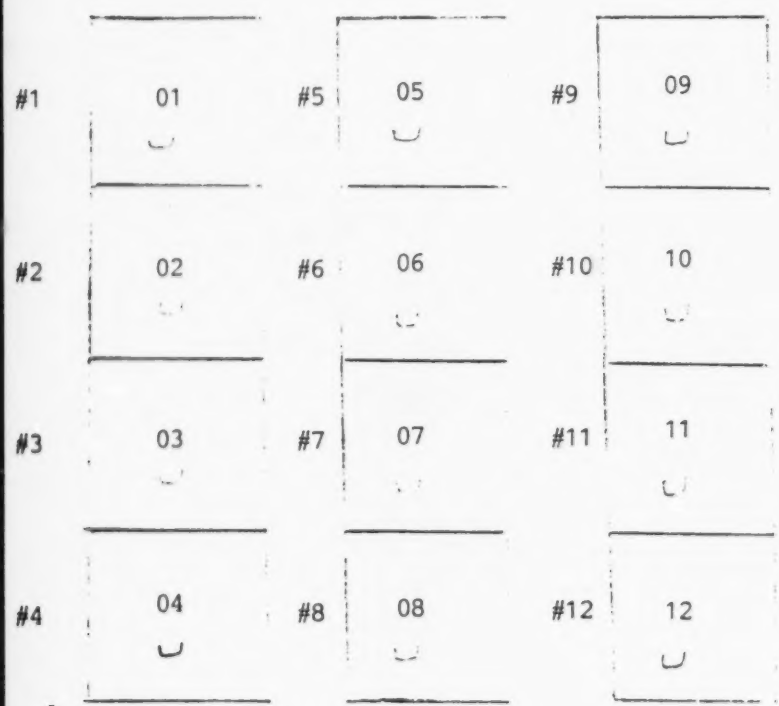
ADVERTISING

LANDSCAPING SUPPLIES

OFFICE SUPPLIES

JOB 7

Customer records are kept separately from those directly related to the office. The customer records that are kept for jobs at people's homes are noted by an "R" being placed after the account number. The prefix of the number is indicated by the month that the job began. This determines which file drawer to place the folder in. Given the following account numbers, write the drawer number that it would be placed in in the line next to the number.



01-100 ____

05-350 ____

06-349 ____

12-678 ____

01-150 ____

06-456 ____

12-321 ____

09-874 ____

05-432 ____

05-435 ____

03-578 ____

09-654 ____

JOB 9

Make a copy of each of the three letters you typed in JOB 1.

JOB 10

Type a Purchase Order ordering the following Materials:

M-534	3	Weed Wackers	14.95 ea.
M-897	2	Oil Cans	5.95 ea.

Order from Landscaping Suppliers
4578 Kilmer Road
Alexandria, VA 22310

The terms are billing

M2K

COALSONS LANDSCAPING
ALEXANDRIA, VA
781-8745

PURCHASE ORDER # 543

DATE: TERMS:

TO:

CATALOG NUMBER	QTY	DESCRIPTION	PRICE EACH	EXTENSION

TOTAL DUE $ _____

COALSONS LANDSCAPING
ALEXANDRIA, VA
781-8745

PURCHASE ORDER # 543

DATE: TERMS:

TO:

CATALOG NUMBER	QTY	DESCRIPTION	PRICE EACH	EXTENSION

TOTAL DUE $ _____

M2L